



2008

Score Reports Interpretation Guide



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Overview

The purpose of this guide is to assist educators and other stakeholders with understanding, interpreting, and using the results of the IELA–Idaho's English Language Assessment. The IELA is administered statewide to all students participating in a Limited English Proficiency (LEP) Program.

The guide includes information on

- how and why the IELA was developed,
- how the assessments are designed,
- how students are scored,
- how performance standards were determined,
- how assessment results are reported, and
- how results can be used to improve programs, instruction, and student performance.

Purpose of the IELA. The annual assessment of LEP students in the State of Idaho with the IELA fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure individual students' progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing English. A second objective is to measure the success of language development programs in individual schools and school districts in providing adequate English language development services for students.

Development of the IELA. The IELA is an edited version of the English Language Proficiency test developed for the Mountain West Consortium, of which Idaho was a member. The IELA was administered for the third time this spring (the first administration throughout the state of Idaho was in 2006). The 2008 forms have been equated to the 2007 forms so that results from the 2008 administration are reported on the same scale as previous IELA results. In addition, the cut scores previously established in 2006 for each proficiency level by grade apply to 2008 results as well as those from 2007.

Structure of the IELA. The IELA is comprised of tests in four domains—Listening, Speaking, Reading, and Writing. Scores are reported for each of these domains, as well as for Comprehension. The Comprehension score is calculated on a subset of Listening and Reading items.

The IELA is administered by grade span. No off-level testing is allowed.

Grade Span	Form
K	A
1-2	B1 or B2
3-5	C1 or C2
6-8	D1 or D2
9-12	E1 or E2

For all grade spans except Kindergarten, there are two levels of test form difficulty. Level 1 (e.g., B1, C1, D1, E1) is intended for LEP1 students who are at the Beginner Level in English Language Proficiency. Level 2 (B2, C2, D2, E2) is for all other LEP students.

Field Test items that will be used to develop subsequent editions of the IELA were included on all IELA 2008 Level 2 forms (Note: Level 1 forms did not contain field test items). In order to keep these forms a reasonable length, there were 6 level 2 forms (instead of one) at each grade span. The core items—which are the ONLY items that will count toward the student's score in 2008—are the same on all the Level 2 forms for any given grade span. So, for purposes of reporting, the field test items do not count toward the student's score, nor does it matter which field test form was administered.



Reported Scores. Student performance in each of the five language domains is reported in terms of raw score, scale score, and proficiency level. Student performance on the overall (Total IELA) test is reported in terms of raw score, scale score, proficiency level, and Idaho percentile rank.

Raw Scores. The raw score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. Raw scores on the IELA can only be compared for the same domain and the same test form. For example, a Form B1 raw score cannot be compared to a Form B2 raw score.

Note: The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student "does most of the time" or of which they "demonstrate mastery." Thus, the Writing Checklist generated a maximum raw score of 22 points.

Scale Scores. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores.

Total IELA Proficiency Levels. For the total score, five proficiency levels are reported: Beginning (1), Advanced Beginning (2), Intermediate (3), Early Fluent (4), and Fluent (5). These are based on the Total scale score and provide a holistic estimate of the student's English proficiency. It is important to note that students at the same overall Proficiency Level may have different profiles of competence across the language domains.

Domain Proficiency Levels. Within each domain, three proficiency levels are reported, based on the student's scale score: Beginning (B), Advanced Beginning to Intermediate (AB+), and Early Fluent to Fluent (EF+). It is important to note that individual language domain tests are not long enough to reliably provide more than three levels of proficiency.

Idaho Percentile Rank. Idaho percentile ranks are reported for the Total scale score. The percentile rank compares a student's performance on the IELA to that of all other same-grade LEP students within the State of Idaho, assessed in the same year. For example, a percentile rank of 56 for a 4th grader means that this student performed as well as or better than 56 percent of all LEP 4th graders in the State of Idaho.

Incomplete Testing. Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports will show dashes in place of scores for that domain. The reported Total IELA score is based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total IELA score will be based on a zero in Speaking. The reported Comprehension scores—which are based on a subset of Listening and Reading scores—will be affected in the same way if the student failed to take either the Listening or Reading Test.



Individual Student Report



Individual Student Report Spring 2008



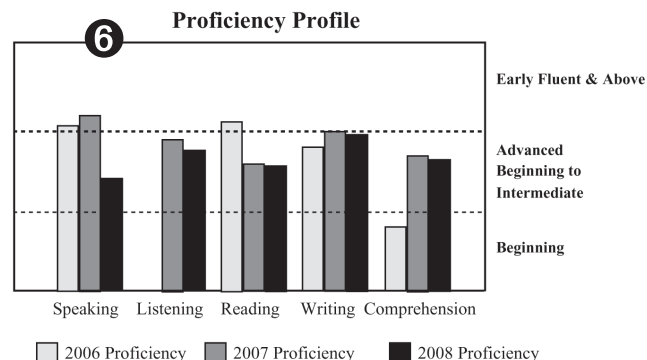
Student	HARTZELL, SYLVIA		
School	IELA SAMPLE SCHOOL		
District	IELA Sample District		
Grade	Grade 4		
1 Test Form	C2		
Ethnicity	Hispanic or Latino		
Native Language	Spanish		
Placement in LEP	03/01/2006		
3 LEPX	No	Birth Date	01/01/1997
LEP1	No	Gender	F
Accommodated	No	Special Education	No
Idaho LEP #	L9000199	2 Student ID:	999999

2006	2007	2008 Score Summary				
Proficiency Level	Proficiency Level	Test	Raw Score	Scale Score	Proficiency Level	Idaho Percentile
EF+	EF+	S Speaking (Max RS=18)	11	92	AB+	7
--	AB+	L Listening (Max RS=18)	11	101	AB+	
EF+	AB+	R Reading (Max RS=18)	8	96	AB+	
AB+	EF+	W Writing (Max RS=18)	10	106	AB+	
B	AB+	C Comprehension (Max RS=36)	19	98	AB+	
Advanced Beginning (2)	Intermediate (3)	Total IELA (Max RS=72)	40	396	Intermediate (3)	20
		IELA Proficient*	No			

IELA test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. The Proficiency Profile allows you to see differences in performance across the language domains, as well as growth from one year to another, if a student has taken the IELA for at least two years (see panel to the right). For example, a student may demonstrate greater proficiency in speaking English than in reading English. Two scale score "cut" lines are shown in the middle of the Proficiency Profile chart. The lower line marks the cut score for the "Advanced Beginning to Intermediate" proficiency level. The upper line marks the cut score for the "Early Fluent and Above" proficiency level.

★ A student is defined as "proficient" in English on the IELA if BOTH of the following are met:

1. The student tests at the overall Fluent (5) level on the Total IELA, and
2. The student tests at the Early Fluent & Above level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).



Legend: **LEPX**: Exited out of an LEP program within the past 2 years; **LEP1**: New to a U.S. school within the last 12 months; **N/A**: Proficiency level for 2006 or 2007 not available. **RS**: Raw Score; **Max RS**: Maximum Possible Raw Score; -- indicates test not taken; **EF+** = Early Fluent & above **AB+** = Advanced Beginning to Intermediate **B** = Beginning

1 Test Form. Test forms are identified by a letter-number combination. The letter (A, B, C, D, or E) specifies the grade-span form; the number specifies the Beginner (1) or the Intermediate/Advanced (2) version of this form. The exception is grade K (Form A), which does not have separate ability-level forms.

2 ID Numbers. Two ID numbers are shown for each student. One is the student's local identification number. The other is the student's LEP #, created to permit linking of the student's IELA results from year to year. A new LEP # has been assigned to those students for whom a valid LEP# was not indicated by the district in time for reporting. The LEP# is unique statewide and must travel with the student when the student changes school or district within the state of Idaho. Therefore, it is essential that the LEP# become a part of the student's permanent file.



3 LEP1 or LEPX. LEP1 indicates that the student was new to a U.S. school within 12 months of the test administration date. LEPX indicates the student had been exited from a LEP Program prior to the test administration but was still within his or her 2-year monitoring period.

4 The Raw Score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. A raw score can only be interpreted within the context of a given test form. Raw scores cannot be used to compare performance on different test forms. Scale scores or scores derived from scale scores should be used for those comparisons.

5 Scale Scores are derived from raw scores and provide results for alternate forms (e.g., Forms B1 and B2) on a common scale. Scale scores can be used to make comparisons among students and over time. However, scale scores cannot be compared across test levels (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different test levels, scale scores must be converted to Proficiency Levels, or Idaho Percentile Ranks.

6 The Proficiency Profile allows you to see differences in performance across the language domains, as well as growth from one year to another, if a student has taken the IELA for at least two years. Two scale score “cut” lines are shown in the middle of the Proficiency Profile chart. The lower line marks the cut score for “Advanced Beginning to Intermediate” proficiency level. The upper line marks the cut score for the “Early Fluent and Above” proficiency level.

7 The Idaho Percentile Rank (IPR) corresponding to a given scale score indicates how the student’s performance compares to the performance of same-grade LEP students statewide. For example, a student with a percentile rank of 70 performed as well as or better than 70% of the students in Idaho in the same grade.

8 Proficiency Levels provide a holistic estimate of the student's English proficiency. Descriptions of the proficiency levels overall and for each domain are available on the State Board of Education Web site.

In general terms, the levels are:

(1) Beginning - Students begin to demonstrate basic communication skills, but exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

(2) Advanced Beginning - Students communicate with increasing ease in a great variety of social and academic situations, but still exhibit frequent errors that often impede meaning.

(3) Intermediate - Students begin to expand the complexity and variety of their communication skills but exhibit fairly frequent errors that may impede meaning.


(4) Early Fluent - Students communicate adequately in complex, cognitively demanding situations. They exhibit some errors that usually do not impede meaning.

(5) Fluent - Students communicate effectively with various audiences on a wide range of topics, though they may need further enhancement of English language skills to reach the native level of their peers. They may exhibit a few errors that do not impede meaning.


9 A student is defined as “**proficient**” in English on the IELA if the student tests at the overall Fluent (5) level on the Total IELA, and at the Early Fluent & Above Level (EF+) within each of the five (L, S, R, W, C) domains.



School Roster Report



IELA SCHOOL ROSTER
Grade 4
Spring 2008
IELA Sample School



DISTRICT: IELA Sample District (999)

Student Name	Gender	LEPX	LEP1	Test Form	Assigned Idaho LEP #	Speaking <small>(Max RS: C1+15; C2+18)</small>			Listening <small>(Max RS: C1+15; C2+18)</small>			Reading <small>(Max RS: C1+15; C2+18)</small>			Writing <small>(Max RS: C1+15; C2+18)</small>			Comprehension <small>(Max RS: C1+27; C2+36)</small>			Total IELA <small>(Max RS: C1+90; C2+72)</small>			
						RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	IPR	Prof
APPLEWHITE, IRENE <small>ID# 999999 DOB: 01/01/1997</small>	F			C2	L9000163	18	133	EF+	18	145	EF+	18	145	EF+	15	127	EF+	36	152	EF+	69	473	99	5
FEE, DOMINIQUE P. <small>ID# 999999 DOB: 01/01/1998</small>	F			C2	L9000136	15	104	AB+	13	107	EF+	13	110	EF+	12	113	EF+	26	108	EF+	53	418	56	4
HARTZELL, SYLVIA <small>ID# 999999 DOB: 01/01/1997</small>	F			C2	L9000199	11	92	AB+	11	101	AB+	8	96	AB+	10	106	AB+	19	98	AB+	40	396	20	3

NOT TESTED

Student Name	Reason
TENG, MARIA <small>ID# DOB:</small>	withdrawn from district

Legend: LEPX: Exited out of an LEP program within the past 2 years; LEP1: New to a U.S. school within the last 12 months; Y = Yes
 RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scale Score; -- indicates test not taken; IPR: Idaho Percentile Rank; Prof: Proficiency Level.
 5 = Fluent 4 = Early Fluent 3 = Intermediate 2 = Advanced Beginning 1 = Beginning EF+ = Early Fluent & above AB+ = Advanced Beginning to Intermediate B = Beginning

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The IELA School Roster report lists all students—in a single school in a single grade—who took the IELA in a certain year. The School Roster report includes the following information:

Section A shows the grade, the assessment year, the school name, and district name.

Section B lists the students alphabetically, along with their local ID number, their date of birth, their gender, as well as the following information:

- The LEPX column is marked Y if the student had been exited from an LEP program before taking the 2008 IELA. An LEPX student may have been administered the IELA as part of his or her two-year LEPX monitoring. LEPX students are not required to take the IELA, so they are not included in growth calculations.
- The LEP1 column is marked Y if the student was new to a U.S. school within 12 months of the test administration date.
- The Test Form column identifies the specific test form administered to the student.
- The Assigned Idaho LEP # column contains the student's LEP Identification Number. This


statewide unique number is important because it will permit monitoring of the student's progress from year to year even if that student transfers to another school or another district within the state of Idaho. Therefore, it is imperative that this LEP Number be recorded in the student's cumulative file.


Section C lists each student's raw score (RS), scale score (SS), and proficiency level (Prof), in each language domain (Speaking, Listening, Reading, Writing, and Comprehension). Note that the Comprehension score is based on a subset of items from the Listening and Reading sections of the assessment. The language domain proficiency levels are: Beginning (B), Advanced Beginning through Intermediate (AB+), and Early Fluent through Fluent (EF+).

Section D lists each student's total IELA raw score, total scale score, Idaho percentile rank, and overall proficiency level.

Section E lists any students who were identified during the Pre-ID process, but were not tested, and the reason given.




DISTRICT SUMMARY REPORT
Grade 4
Spring 2008
All Students (excluding LEPX)


 Idaho English Language Assessment

A

DISTRICT: IELA Sample District

Test Form: C1, C2

Proficiency Level	Speaking		Listening		Reading		Writing		Comprehension	
	Scale Score Range	Frequency	Scale Score Range	Frequency	Scale Score Range	Frequency	Scale Score Range	Frequency	Scale Score Range	Frequency
Early Fluent & Above (EF+)	107 and Above	16	107 and Above	17	107 and Above	17	107 and Above	14	107 and Above	18
Advanced Beginning to Intermediate (AB+)	81 - 106	8	81 - 106	7	81 - 106	7	81 - 106	10	81 - 106	6
Beginning (B)	Below 81	1	Below 81	1	Below 81	1	Below 81	1	Below 81	1

B

C

Mean		Median	
N Students:	25	N Students:	25
Scale Score:	112.6	Scale Score:	109.9
Median	117	Median	107

D

Total IELA	
N Students:	25
Mean	418.3
Scale Score:	56
Idaho Percentile Rank:	60

* Number and percent that met proficiency = Fluent (5) overall and EF+ on all domains.

Legend: LEPX: Exited out of an LEP program within the past 2 years

The IELA District and School Summary Reports show the distribution of scores by grade within a district or school. The reports are produced even if the number of LEP students in a particular grade is very small. Reports for less than 10 students include a footer indicating that they may not be distributed to the public; the student information is protected by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

Section A shows the grade, the assessment year, and the district or school name.



Section B. For each language domain (Speaking, Listening, Reading, Writing, and Comprehension), the report shows—in the Frequency column—the number of students whose scores placed them in each of the three Proficiency Level groupings: Beginning (B), Advanced Beginning through Intermediate (AB+), and Early Fluent through Fluent (EF+).

Section C. The Total IELA section shows scale scores corresponding to each of 5 overall proficiency levels—Beginning, Advanced Beginning, Intermediate, Early Fluent, and Fluent. The Frequency column shows the number of students whose performance placed them in each category and the Percent column represents that number as a percentage of the students in this grade who were tested. For example, the 13 in the Early Fluent/Frequency cell of

the sample report above indicates that 13 students in the district or school scored in the Early Fluent range, which is 52.0% of the students in this grade. The star symbol indicates the number and percent of students that met “proficiency,” as defined for Idaho. For example, the sample report shows that all 5 of the students whose performance placed them in the Fluent category are also considered proficient (Fluent overall and EF+ on all domains).

Section D. The N Students line shows the total number of students in the district in this grade for whom there is a language domain score and a total score. For example, the sample report shows that 25 4th-grade students took the Speaking Test. The Mean Scale Score line shows the average scale score in each domain and overall for all tested students in the district. For example, the sample report shows that the mean scale score on the Speaking Test for this district was 112.6. The Median Scale Score line shows the median scale score (middle point of ranked-ordered scores) in each domain and overall. The Idaho Percentile Rank (IPR) line (in the Total IELA column) shows the statewide percentile rank of the district's mean score and of the district's median score. A mean IPR above 50 indicates that the district's mean score is above the state average for students in this grade. A mean IPR below 50 indicates that the district's mean score is below the state average. Note that means and medians are shown only if N is 10 or greater.



		IELA DISTRICT GROWTH Grade 4 Spring 2008 All Students excluding LEPX				
A DISTRICT: (999) IELA Sample District Number of Students Tested: 25		B Total number of students assessed in 2008 and matched to 2007: 18 (72.0%)				
		C 2008 Proficiency (Grade 4)				
		Beginning	Advanced Beginning	Intermediate	Early Fluent	Fluent
2007 Proficiency (Grade 3)	Beginning					0 (0.0%)
	Advanced Beginning					0 (0.0%)
	Intermediate			5 (27.8%)	1 (5.6%)	1 (5.6%)
	Early Fluent				9 (50.0%)	2 (11.1%)
	Fluent					0 (0.0%)
2008 Total		0 (0.0%)	0 (0.0%)	5 (27.8%)	10 (55.6%)	3 (16.7%)
D Proficiency Level Change from 2007 to 2008						
		Declining		Maintaining	Gaining	
		Declined by more than one level	Declined by one level	Maintained the same level	Remained Fluent	Gained by one level
Number and Percent of Students				14 (77.8%)		3 (16.7%)
Total		0 (0.0%)		14 (77.8%)	4 (22.2%)	1 (5.6%)
E Proficiency Level Change from 2006 to 2008 for Students with no Matched Data in 2007 Total number of students assessed in 2008 and matched to 2006: 1 (4.0%)						
Number and Percent of Students					1 (100.0%)	
Total		0 (0.0%)	0 (0.0%)		1 (100.0%)	

The IELA Growth Report shows the proficiency level profile within a district or school for those students who were assessed with the IELA for at least 2 years (and have been confirmed by an LEP# match). The Growth Report includes the following information:

Section A shows the district or school name and total number of students from the designated grade or grades tested in 2008. Growth reports do not include students classified as LEPX (this includes students designated as LEPX in previous years). The sample report shows growth for grade 4.

Section B shows the total number (and percentage) of students assessed in 2008 and matched by LEP # to 2007.

Section C shows a distribution of students by proficiency level for both 2007 and 2008 and how the proficiency of students in 2007 changed in 2008. Student proficiency level in 2007 is shown in the rows and summarized in the last column on the right. So, for example, 7 students (38.9%) performed at the Intermediate level and 11 students (61.1%) at the Early Fluent level in 2007. Student proficiency level in 2008 is shown in the columns and summarized in the last row on the bottom. So, for example,

5 students (27.8%) performed at the Intermediate level in 2008. Thus comparing the right-most column (2007 total) to the bottom row (2008 total) shows how the distribution of abilities for these students changed from 2007 to 2008. Each cell in the table shows how the students at a particular level in 2007 changed in 2008. So, for example, of those 7 students (middle row) who performed at the Intermediate level in 2007, 5 (27.8%) tested at Intermediate in 2008, 1 (5.6%) tested at Early Fluent, and 1 (5.6%) tested at Fluent. The cells on the diagonal (upper left to lower right) show students whose proficiency level did not change. Those below the diagonal declined one or more levels from 2007 to 2008 and those above the diagonal gained one or more levels from 2007 to 2008.

Section D summarizes the changes from 2007 to 2008 shown in the upper panel. The bottom row aggregates students according to how their level changed and categorizes them as declining, maintaining, or gaining. Students who tested at Fluent in both 2007 and 2008 were counted in the 'gaining' category.

Section E summarizes the proficiency level changes from 2006 to 2008 for Students with no Matched Data in 2007.



Using IELA Results

Monitoring Progress. IELA test results can be used to determine whether students are making adequate progress in developing English proficiency overall and within each language domain. To make comparisons between one year and the next, proficiency levels should be used. (Note that within a grade span, scale scores can also be compared from year to year, as long as the student is being assessed with the same-letter form. Scale scores cannot be used to monitor progress during the year when students move to the next grade span, that is, in 1st grade, 3rd grade, 6th grade, and 9th grade.) Proficiency levels can be compared when a student moves from one grade level to the next even when that move crosses a grade-span boundary.

Informing Instruction. IELA test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. Proficiency levels provide useful information on an individual student's profile across the language domains. For example, two students may both score as Intermediate overall, but have different strengths and weaknesses in the language domains. One may be lagging behind in Speaking, the other in Reading.

Program Exit Decisions. Results from the IELA are appropriate to inform decisions about program exit. These decisions should be based on the Overall Proficiency Level along with competence in each of the language domains. Using these sources of information, decision criteria can be aligned with local curricula

and implemented in such a way that the likelihood of student success in the mainstream classroom is maximized.

A student is defined as "proficient" in English on the IELA if both the following conditions are met:

- The student tests at the overall Fluent (5) level on the Total IELA (intermediate/advanced form), and
- The student tests at the Early Fluent & Above level (EF+) within each domain (Listening, Speaking, Reading, Writing, and Comprehension).

Once a student is defined as proficient on the IELA, a school or district may use the exit criteria to determine if the student is ready to exit the LEP program. For more information on exit criteria, annual measurable achievement objectives (AMAOs) and accountability procedures for Idaho local education agencies (LEAs), see the State Board of Education Web site (<http://www.boardofed.idaho.gov/IELA/scoreRpts.asp>). You will find descriptors for the proficiency levels and more information about English Language Proficiency on the IELA.

All exited students are required to be monitored for a period of two years to make sure they are functioning well in a mainstream classroom.





IDAHO STATE BOARD OF EDUCATION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
e-mail: board@osbe.idaho.gov